

2024 Law Enforcement

Program Standards

CONTENT STANDARD 1.0: PROFESSIONAL ORGANIZATIONS AND LEADERSHIP

Performance Standard 1.1: Student Leadership in Career Technical Student Organizations (CTSO) and Professional Associations

- 1.1.1 Explore the role of professional organizations and/or associations in the law enforcement industry.
- 1.1.2 Define the value, role, and opportunities provided through career technical student organizations.
- 1.1.3 Engage in career exploration and leadership development.

CONTENT STANDARD 2.0: CAREERS IN LAW ENFORCEMENT

Performance Standard 2.1: Career Opportunities and Requirements

- 2.1.1 Identify career-training opportunities in law enforcement.
- 2.1.2 Describe the interrelationships among all public safety organizations (i.e. police, fire, emergency).
- 2.1.3 Identify divisions within law enforcement departments.
- 2.1.4 Identify the different requirements necessary to qualify for specialized units or positions.
- 2.1.5 Identify agencies within each level (i.e., local, state, federal) of law enforcement.
- 2.1.6 Describe common employment requirements (e.g., background checks, medical-hearing-vision).
- 2.1.7 Identify the primary components (e.g., police, courts, corrections) of the United States' legal system.
- 2.1.8 Obtain first-aid and CPR training.

Performance Standard 2.2: Philosophy and Background of Law Enforcement

- 2.2.1 Describe the role of law enforcement.
- 2.2.2 Describe where law enforcement receives its authority.
- 2.2.3 Describe the basic principles of modern law enforcement created by Robert Peel.
- 2.2.4 Describe historic court cases that have influenced U.S. law enforcement (e.g., Miranda v. Arizona, Terry v. Ohio, Mapp v. Ohio, Tennessee v. Garner, Graham v. Connor).

Performance Standard 2.3: Ethics

- 2.3.1 Describe the Idaho Code of Ethics, its importance to law enforcement personnel, and where it can be accessed.
- 2.3.2 Identify legal and ethical considerations in decision-making.
- 2.3.3 Identify expectations for personal standards of conduct and professional decertification violations.
- 2.3.4 Describe the duty to intercede when one is witness to unethical situations.
- 2.3.5 Describe the effects that the conduct of officers can have on the public attitude toward law enforcement.

Performance Standard 2.4: Agency Policies and Procedures

- 2.4.1 Describe the importance of departmental policies and procedures.
- 2.4.2 Describe the purpose and the traditions of drill and ceremony.
- 2.4.3 Identify expectations of professional appearance in law enforcement.

Performance Standard 2.5: Stress Management

- 2.5.1 Describe stress and the effects of stress on the body and mind.
- 2.5.2 Identify stressors common to law enforcement personnel (e.g., sleep deprivation, rotating schedules, media including social media, coworkers, chain-of-command conflicts, public perception, personal relationships).

- 2.5.3 Describe critical-incident stress.
- 2.5.4 Identify resources available to assist personnel in crisis intervention and counseling.
- 2.5.5 Describe the benefits of fitness and exercise on personnel in law enforcement.
- 2.5.6 Describe the importance of nutrition and its influences on obesity, mental health, and stress.
- 2.5.7 Participate in the Idaho Peace Officer Standards and Training (POST) Physical Readiness Test (PRT).

CONTENT STANDARD 3.0: LAW

Performance Standard 3.1: Constitutional Law

- 3.1.1 Describe the Constitution of the United States and its application to law enforcement.
- 3.1.2 Describe the purpose of the Constitution of the State of Idaho.
- 3.1.3 State the purpose and effect of the Bill of Rights.
- 3.1.4 Describe the Fourteenth Amendment and its application to the Bill of Rights.
- 3.1.5 Describe the concept of judicial review (e.g., checks and balances, separation of powers).
- 3.1.6 Describe how the Fourth Amendment relates to searches and seizures.

Performance Standard 3.2: Civil Liability

- 3.2.1 Identify the elements of federal civil rights statutes and those they protect.
- 3.2.2 Identify the elements of federal and state statutes that relate to civil and criminal liability of local law enforcement officers.
- 3.2.3 Define “qualified immunity.”

Performance Standard 3.3: Criminal Law

- 3.3.1 Describe the primary differences between civil and criminal law.
- 3.3.2 Differentiate between felony, misdemeanor, and infraction.
- 3.3.3 Identify the basic elements of a crime.
- 3.3.4 Access basic elements of the Idaho Criminal Code (e.g., search and seizure; Constitutional law; courtroom procedures/rules of evidence; fish and game law; liquor law; brand law; traffic law/vehicle code; laws of arrest).
- 3.3.5 Define “police discretion.”

Performance Standard 3.4: Procedural Law—Arrest

- 3.4.1 Identify the factors that create probable cause.
- 3.4.2 Describe circumstances when arrest without a warrant is authorized.
- 3.4.3 Identify the elements of reasonable suspicion.

Performance Standard 3.5: Procedural Law—Search and Seizure

- 3.5.1 Define the “exclusionary rule” and its effect on the law-enforcement function.
- 3.5.2 Describe the fruit of the poisonous tree doctrine.
- 3.5.3 Define “contraband.”
- 3.5.4 Describe circumstances constituting plain view.
- 3.5.5 Describe exceptions to the Fourth Amendment (e.g., hot pursuit, exigent, consent search, incident to arrest).
- 3.5.6 Describe circumstances in which a search warrant is required prior to searching.
- 3.5.7 Define “jurisdiction.”
- 3.5.8 Describe the provisions of the Fifth Amendment and the application of Miranda Rights.
- 3.5.8 Describe the process for securing, executing, and returning a search warrant.
- 3.5.9 Define the “exclusionary rule” and its effect on the law-enforcement function.

Performance Standard 3.6: Juvenile Justice

- 3.6.1 Describe the functions, responsibilities, and interactions of the juvenile justice system components.
- 3.6.2 Identify the jurisdiction and authority of the juvenile justice system.
- 3.6.3 Identify status offenses for juveniles.

CONTENT STANDARD 4.0: COMMUNICATION

Performance Standard 4.1: Nonverbal and Verbal Communication

- 4.1.1 Identify barriers to effective communication.
- 4.1.2 Identify the communication model of sender, message, channel, and receiver.
- 4.1.3 Define “command presence” and its importance to law enforcement (i.e., used with uncooperative individuals and groups to manage conflict, to add clarity, to communicate respect).

Performance Standard 4.2: Reports

- 4.2.1 Describe the Uniform Crime Reporting Program.
- 4.2.2 Describe the responsibilities associated with field notes.
- 4.2.3 Describe the importance of writing complete, clear, concise, and factual reports.
- 4.2.4 Identify reports that are subject to discovery.

Performance Standard 4.3: National Incident Management System (NIMS) and Incident Command System (ICS)

- 4.3.1 Describe the purpose of the National Incident Management System (NIMS).
- 4.3.2 Identify the major components of NIMS.
- 4.3.3 Describe law enforcement protocols and procedures designed to handle incidents related to homeland security, terrorism, and other disaster situations.
- 4.3.4 Describe the major components of the Incident Command System (ICS).

Performance Standard 4.4: Courtroom Processes/Demeanor

- 4.4.1 Describe the primary purpose of preparation prior to testimony or appearance in court, including the procedures of preparation (e.g., meeting with the prosecutor, reviewing notes and reports).
- 4.4.2 Interpret the necessity of objective, complete, and truthful response of testimony (e.g., perjury/the Brady rule).
- 4.4.3 Describe professional appearance, attitude, and conduct in court.
- 4.4.4 Identify types of procedures and hearings in which an officer may participate.
- 4.4.5 Describe the need to maintain professional interaction with the prosecutor and defense attorneys.

Performance Standard 4.5: Diversity

- 4.5.1 Describe law enforcement solutions to language barriers and the need for culturally-diverse communication styles.
- 4.5.2 Discuss types of diversity (e.g., cultural, political, gender, age, race, religion) and the way that diversity can affect tactics/response.
- 4.5.3 Identify personal biases.
- 4.5.4 Recognize differing perspectives and their impact on society.

Performance Standard 4.6: Interview and Interrogation

- 4.6.1 Compare interviews with interrogations.
- 4.6.2 Describe the requirements for a legal interrogation (i.e., Miranda-required).
- 4.6.3 Identify types of interviews (e.g., victims, witnesses, suspects, juveniles) and their components.
- 4.6.4 Identify effective interview techniques.
- 4.6.5 Describe interrogation methods and techniques.

CONTENT STANDARD 5.0: DEFENSIVE TACTICS

Performance Standard 5.1: Introduction to Defensive Tactics

- 5.1.1 Identify verbal commands.
- 5.1.2 Demonstrate verbal commands.
- 5.1.3 Identify defensive tactics.
- 5.1.4 Identify the areas of the body that are vulnerable to physical attack.
- 5.1.5 Demonstrate defensive tactics and arrest techniques.
- 5.1.6 Describe less-than-lethal weapons and how they should be used by law enforcement personnel.

Performance Standard 5.2: Use of Force

- 5.2.1 Define the “use-of-force continuum.”
- 5.2.2 Describe use-of-force guidelines.
- 5.2.3 Define “excessive force.”
- 5.2.4 Define “deadly physical force.”
- 5.2.5 Define “reasonableness of force.”

CONTENT STANDARD 6.0: PATROL PROCEDURES

Performance Standard 6.1: Responsibilities of Patrol

- 6.1.1 Describe the role of patrol in law enforcement.
- 6.1.2 Identify the different types of specialized units available to patrol and their functions.
- 6.1.3 Describe the ways in which specialized patrol units contribute to the effectiveness of patrol.
- 6.1.4 Define “priority of life” ranking and its effects on officer actions.

Performance Standard 6.2: Crisis Intervention

- 6.2.1 Define “crisis.”
- 6.2.2 Analyze the four stages of a crisis.
- 6.2.3 Describe a special-needs citizens crisis response.
- 6.2.4 Identify the circumstances that warrant imminent danger.
- 6.2.5 Identify behaviors associated with the effects of drug and alcohol use.
- 6.2.6 Access the Idaho Code relative to protective custodies.

Performance Standard 6.3: Community Policing

- 6.3.1 Compare concepts of community-oriented policing and problem-oriented policing.
- 6.3.2 Describe community partnerships and their importance in community policing.
- 6.3.3 Analyze current events that could affect public safety.
- 6.3.4 Identify police actions as proactive or reactive responses.

Performance Standard 6.4: Protocols for Traffic Stops and Armed Encounters

- 6.4.1 Conduct a basic traffic stop from start to finish.
- 6.4.2 Describe emergency vehicle operation control (EVOC).
- 6.4.3 Describe common firearms used in policing.
- 6.4.4 Describe firearms safety and tactics.
- 6.4.5 Demonstrate officer safety/survival awareness procedures.
- 6.4.6 Demonstrate active-shooter response protocols.

Performance Standard 6.5: Crime Scene Investigations

- 6.5.1 Define “evidence.”
- 6.5.2 Describe body camera use and requirements.
- 6.5.3 Preserve evidence for collection.
- 6.5.4 Define “chain of custody.”
- 6.5.5 Process evidence, following the chain-of-custody protocol.

CONTENT STANDARD 7.0: CORRECTIONS

Performance Standard 7.1: Detention Procedures in Law Enforcement

- 7.1.1 Describe basic detention procedures, based on the Idaho Jail Standards.
- 7.1.2 Describe common con games attempted by inmates.
- 7.1.3 Describe cell search and extraction.
- 7.1.4 Describe jail intake and booking procedures.
- 7.1.5 Demonstrate pat-down procedures.
- 7.1.6 Describe the types and use of restraints and transports.
- 7.1.7 Describe Kingsley factors as they apply to use of force in a detention setting.
- 7.1.8 Identify inmate classifications.
- 7.1.9 Describe the Prison Rape Elimination Act (PREA) and its effect on detention procedures.